THE FUNCTIONAL PLAN

The fourth and last objective of this study was to work out a functional plan for fostering professional sensitivity in teachers in the light of the findings relating to the principles of professional ethics propounded by the thinkers included in this study. Main features of the functional plan for implementation of the principles are stated as follows:

- Teachers must be made aware of broad principles of professional ethics for different professions and specific principles directly relevant to teaching profession.
- For achieving the goal of this awareness, relevant literature should be made available to all teachers with the suggestion that this needs to be an essential part of personal library of every teacher. Literature in the form of well written books on professional ethics must also be available in the school library.
- Broad canons of principles of professional ethics must be displayed on the boards of suitable size by the walls of schools. Wording on the boards must be in the bold letters.
- In every morning assembly, there must be some meaningful talk on the need and importance of actually going by principles of professional ethics in teacher and pupil relationship, in teacher and teacher relationship and in teacher and community relationships. The talks must be as clear cut as possible so that no one is left in any doubt about their contents and implications.
- Extension lectures on the principles of professional ethics must be an essential part of school programme. Attendance of such lectures must be compulsory for all teachers. Only those educationists should be invited for extension lecture who are well versed philosophically and psychologically in the fundamentals of professional ethics and have clear reputation as role models.
- For ensuring good teacher-teacher relations, teachers must be left in no doubt with regard to their functions both at the individual and collective level. All
teachers must be required to sit together periodically for holding discussions with regard to their duties and responsibilities in the spirit of mutual cooperation, goodwill and harmony. Tutorial meetings of teachers and pupils must be a regular feature of school programme. Such meetings can help teachers to know more closely the problems of students at the personal level and can help better rapport between them for achieving the objectives of their education. The objectives of education are not limited to the achievement in the subjects of learning but also essentially extend to the need of over-all development of human personality.

Teachers must establish their relations with their societies and establishing of this relationship must be a part of their regular duties. For this purpose, teachers must hold relations with parents of their students and must also remain in regular touch with their societies in order to keep abreast of their problems. In the address of these problems, they must play their role as far as possible. For playing their role more effectively, in the solution of community problems, they should not hesitate to seek the help of NGOs as well as other groups and organizations.

• Study of principles of professional ethics must be a part of the syllabi of all Teacher Training programs at all levels. This study must be accorded equal importance with the learning and teaching of other content subjects.

Functional plan for the implementation of any given school programme may stand conceived in the best possible manner. All the steps of the plan may stand in total pragmatic clarity for those who are expected to go by the steps incorporated. Even then, there may be teachers who go on without caring adequately for the central principles in the light of which the steps of functional plan stand chalked out. Every school must have some authoritative mechanism by which the deviant teachers can be reasonably taken to task and at the same time inspired and motivated to go by their professional duties conceived in the light of principles of professional ethics.